

UC Berkeley Teacher Education Survey

SURVEY OF THE STATUS OF SERVICE LEARNING IN CALIFORNIA TEACHER EDUCATION PROGRAMS

Developed under Contract to the
California State Department of Education
by Service-Learning Research and Development Center
Graduate School of Education
University of California Berkeley

PARTICIPANT IDENTIFICATION INFORMATION

Date: _____

Name: _____

Position: _____

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Address: _____

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of Credentials Awarded Annually: _____

Directions: For each question circle the number that best reflects your program. Please feel free to make any additional written comments that will help us understand the extent to which service learning type activities are currently infused into your existing program.

PEDOGOGY

QA. Approaches to classroom instruction the teacher education program emphasizes are:

1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

A1. Experiential

1 2 3 4

A2. Cooperative

1 2 3 4

A3. Project based

1 2 3 4

A4. Constructivist

1 2 3 4

A5. Brain based

1 2 3 4

A6. Multiple intelligences

1 2 3 4

A7. Active learning

1 2 3 4

A8. Service Learning

1 2 3 4

A9. Comments

METHODS

QB. Students in the teacher training program engage in:

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

B1. Setting personal skill objectives

1 2 3 4

B2. Small group discussions

1 2 3 4

B3. Reflection

1 2 3 4

B4. Journal writing

1 2 3 4

B5. Analysis of field work

1 2 3 4

B6. Integration of field and course work

1 2 3 4

B7. Class presentations about field work

1 2 3 4

B8. Service Learning

1 2 3 4

B9. Comments

PHILOSOPHY

QC. The teacher education program's philosophy emphasizes

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

C1. Children's social and emotional development

1 2 3 4

C2. School as a social and community oriented activity

1 2 3 4

C3. Civic responsibility

1 2 3 4

C4. Teachers' need to pay attention to children's lives outside of school

1 2 3 4

C5. Student teachers developing collaboration skills

1 2 3 4

C6. Student teachers developing communication skills

1 2 3 4

C7. Building relationship between the school and the community

1 2 3 4

C8. Placing student teachers with master teachers who have a
service-learning orientation

1 2 3 4

C9. Comments:

SERVICE-LEARNING

QD. Faculty in the teacher preparation program :

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

D1. Are aware of service-learning

1 2 3 4

D2. Believe that service-learning is a valuable pedagogical approach

1 2 3 4

D3. Use service-learning as a pedagogical approach in their teaching

1 2 3 4

D4. Provide service-learning experiences in their courses

1 2 3 4

D5. Use reflection to inform their own teaching practices

1 2 3 4

D6. Value student teaching placements with Master teachers who use service-learning as an instructional approach

1 2 3 4

D7. Contribute to building a climate of support for service-learning

1 2 3 4

D8. Collaborate with other departments to improve the visibility of service-learning

1 2 3 4

D9. Comments:

Thank you for your participation.

Please Return by July 15, 1997 to

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